



NO CHILD LEFT BEHIND ACT
Adequate Yearly Progress Report
Office of School Improvement

School and District Information *(please provide a separate report for each school on the enclosed list)*

Name of District	dcode
Name of School	bcode
Address of School	
School Contact/Principal	
E-Mail Address	Phone
District Contact	
E-Mail Address	Phone

Title I Status:

Check the AYP Phase that applies to this school:

- ☒ Phase 1: Identified for Improvement
- ☐ Phase 2: Continuing Improvement
- ☐ Phase 3: Corrective Action
- ☐ Phase 4: Planning for Restructuring
- ☐ Phase 5: Implementation of Restructuring Plan
- ☐ Phase 6: Continue Implementation of Restructuring Plan
- ☐ Phase 7: Continue Implementation of Restructuring Plan

The Michigan Department of Education (MDE) is requiring that each Title I school submit evidence that it has complied with the requirements listed for its identified AYP phase. Those requirements are outlined in the attached information. Submit the appropriate checklist and the requested evidence to:

Margaret Madigan
Office of School Improvement
Michigan Department of Education
P.O. Box 30008, Lansing, MI 48909

E-Mail: osiltresp@mi.gov

Fax: 517-335-2886



NO CHILD LEFT BEHIND ACT
Adequate Yearly Progress
Technical Assistance/Reporting Packet

1
Phase I
Identified for Improvement

OFFICE OF SCHOOL IMPROVEMENT
FIELD SERVICES UNIT



Phase I Reporting

To be completed and submitted to MDE no later than October 27, 2006.

District Name: _____

School Name: _____

The following requirements apply to:

- Schools newly entering Phase I based on 2005-06 AYP results
- Schools that implemented Phase I requirements in 2005-06, made AYP in 2005-06, and must continue to implement the Phase I requirements in 2006-07

Phase One Checklist

- ☐ District met set-aside requirement for transportation costs related to the transfer option.
- ☐ Date of notice to public regarding AYP phase status: _____
- ☐ Letter sent to all parents regarding identification and transfer option (*attach copy of letter*)
 - ☐ Letter explains what the identification for improvement means.
 - ☐ Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
 - ☐ Letter explains the reasons for identification.
 - ☐ Letter includes a description of what the school is doing to address the problem of low achievement.
 - ☐ Letter includes a description of what the district or state is doing to help the school address the achievement problem.
 - ☐ Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
 - ☐ Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
 - ___ A list of available school(s) not identified for improvement.
 - ___ Notice that transportation will be provided subject to certain cost limitations.
 - ___ The academic achievement record of the school(s) to which the student may transfer.
 - ___ Other information to help parents decide which school(s) would be best for their student(s).
- ☐ District ensured that technical assistance was provided to the school as it developed its two-year improvement plan
- ☐ Date (or projected date) that the two-year plan was/will be peer reviewed: _____
- ☐ Date (or projected date) that district approved/will approve the two-year plan: _____
- ☐ Date (or projected date) that approved plan was/will be implemented: _____

Phase I Mandatory Steps

Set Aside Funds for Transportation

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option.
- Set-aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation, the district may reallocate any remaining set-aside funds.

Notify Public

- Provide notification to the public that the school is identified for improvement.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

Send Letter to Parents

- Mail or email the transfer option letter directly to the parent(s) of each student by the beginning of the 2006-2007 school year.
- Provide the letter in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that the parent(s) of each student enrolled in the school can understand.
- Letter must contain:
 - What the identification for improvement means.
 - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
 - The reasons for the identification.
 - A description of what the school is doing to address the problem of low achievement.
 - A description of what the district or State is doing to help the school address the achievement problem.
 - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
 - Specific details regarding the parents' right to transfer their student to another public school, including:
 - A list of available school(s) not identified for improvement.
 - Notice that transportation will be provided subject to certain cost limitations.
 - The academic achievement record of the school(s) to which the student may transfer.
 - Other information to help parents decide which school(s) would be best for their student(s).

Implement Transfer Option

- All students enrolled in the school are provided the option to transfer to another school not identified for improvement (Phases 1-7).
- If possible, parent(s) should be provided a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified for improvement (Phases 1-7), the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in the school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer to other schools until the student's original school has returned to Phase 0.

Phase I Mandatory Steps *(continued)*

District ensures that the following technical assistance is provided (by district, ISD or other entity with experience in helping schools improve academic achievement) as the school develops and implements its two-year improvement plan:

- Analyzing assessment data to identify and address problems in:
 - Instruction
 - Parent Involvement
 - Professional Development
- Identifying and implementing professional development, strategies, and methods of instruction that are researched-based and address the reasons a school is identified for improvement.
- Assisting with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

Within three months of identification, the school will develop or revise its school improvement plan to:

- Ensure that the plan covers at least a two-year period.
- Consult parents, school staff, district staff, and outside experts.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement.
- Allocate 10% of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the district, and/or the State under the plan, including the technical assistance to be provided by the district as well as the district's responsibilities under NCLB.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.
- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate a teacher-mentoring program.

Within 45 days of receiving the plan, the district will:

- Establish a peer review process to assist in review of the plan.
- Approve the plan if it meets the requirements.

The school implements the approved plan:

- By the beginning of 2006-07 school year or immediately upon the approval of the plan, if approved after the beginning of the school year.

Sample: Letter sent to parents of ALL students who attend Title I schools identified for Phase I of improvement.

(Date)

(Parent)

(Address)

(City, State, Zip)

Dear (Parent):

Your child is a student at *(ABC School)*. You know that your child is important to us and that this school wants to provide every opportunity for success.

(ABC School) provides math and reading programs funded by Title I. Each school is required to assess students every year on the Michigan Educational Assessment Program (MEAP) tests. *(ABC School)* did not make adequate yearly progress (AYP) for the last *(# of years)* based on these tests and is identified for *(phase of improvement)*.

A comparison of this school with other schools in our district is part of the district's report card and is enclosed with this letter. This year, *(ABC School)* is identified because *(list reasons: be specific, e.g., only 20% of the students were proficient in reading)*. In order to address this problem, *(explain what the school is doing to address the problem and how the district and MDE are helping)*. You can assist in our efforts by *(explain how parents can be involved in addressing the academic issues that caused the school to be identified)*.

Because the school is identified, the district must offer you the opportunity to transfer your child to *(specify other school(s) in this district or another neighboring school)*. Priority to transfer to another school will be given to the lowest achieving children from low-income families.

To help you decide, we have provided test information from the schools that did make adequate yearly progress along with *(ABC School's)* information so you can compare them. Based on this information, you may choose a school using the enclosed School Transfer Form. Transportation to this school will be provided. You must complete this form by *(date - 30 days)* and return it to *(name and number)* to be considered.

If you have questions or would like to discuss this decision further, please call *(name and number)* and *(he/she/they)* will be happy to help you.

Sincerely,

District Official

Enclosures:

School Comparison Data, School Transfer Request Form

Worksheet: District Title I Schools Set-Aside

1. District Title I Allocation	_____ A
2. Highly Qualified Set-Aside <i>5% minimum set-aside unless less is needed</i>	_____ B
3. Homeless Set-aside..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	_____ C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) 1-7.

4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set-Aside <i>District must set-aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set-aside must be greater than or equal to 5%	A x _____% = _____
SES set-aside must be greater than or equal to 5%	A x _____% = _____ D
TOTAL set-aside must equal 20%.....	A x _____20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:	
Additional Amount for Transportation:	_____ F
Additional Amount for SES:	_____ G
5. Total set-asides for highly qualified, homeless, transportation and supplemental educational services:..... (B+C+E+F+G) = _____ H	
6. Title I Balance of Allocation:..... (A – H) = _____ I	

NOTES

Transfer Option: Open to all students; priority given to lowest achieving students from low-income families.

SES: Only for students from low-income families; priority given to lowest achieving students.

Title I balance (letter I): Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) 2-7.

Worksheet:
Determining Maximum Supplemental Education Services (SES) Per Student

1. District Title I Allocation	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: <i>Reference MDE website, Title I, Part A Allocations</i>	_____ a
3. Per Student Maximum Amount for SES	$A \div a$ _____ b
4. Total SES Set-Aside <i>From page 1: D + G</i>	_____ c
5. Estimated Number of Students Served by Set-Aside Amount	$c \div b$ _____ d*

* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number "d", the lowest performing students are given preference over the higher performing students.